DOCUMENT RESUME

ED 416 524 CS 509 719

AUTHOR Hugenberg, Lawrence W.
TITLE Assessment of Learning and Program Review: Data for Continuous Improvement.
PUB DATE 1997-11-22
NOTE 37p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
PUB TYPE Reports - Evaluative (142) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS College Faculty; *Departments; Evaluation Methods; Higher Education; *Outcomes of Education; Program Evaluation; Program Improvement; *Speech Communication; Student Development; *Teacher Role
IDENTIFIERS *Program Review

ABSTRACT

This paper presents a rationale and process for a comprehensive program review. Starting from the essential step of determining desired student outcomes from an undergraduate program through the program review process, the paper helps the reader seeking to develop or revise a current program review. It is hoped that the paper will illustrate the importance of a systematic approach to developing and implementing the program review process. The benefits of such a program are obvious and have been well documented in literature related to higher education for several decades. The paper does not review this literature, but, instead, begins with the process and follows its development through implementation. Some suggestions for developing the program review process are included. A sample program review is included as a focal point to assist the reader as she or he grapples with the issue of program review. (Contains 16 references.) (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 524

ASSESSMENT OF LEARNING AND PROGRAM REVIEW:

DATA FOR CONTINUOUS IMPROVEMENT

Lawrence W. Hugenberg

Youngstown State University
Department of Communication & Theater
410 Wick Avenue
Youngstown, Ohio 44555-3631
(330) 742-3633

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Hugenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

CS509719

Paper presented during the National Communication Association meeting, Chicago, IL, November 22, 1997.

BEST COPY AVAILABLE

ABSTRACT

This paper presents a rationale and process for a comprehensive program review. Starting from the essential step of determining desired student outcomes from an undergraduate program through the program review process, this paper helps the reader seeking to develop or revise a current program review.

It is hoped that this paper will illustrate the importance of a systematic approach to developing and implementing the program review process. The benefits of such a program are obvious and have been well documented in literature related to higher education for several decades. This paper does not review this literature, but, instead, begins with the process and follows its development through implementation.

Some suggestions for developing the program review process are included. A sample program review is included as a focal point to assist the reader as she or he grapples with the issue of program review.

Introduction

As stated in any college or university's mission statement, all departments are committed to the highest standards in teaching, scholarship, and service. Communication faculty strive to enhance students' abilities to communicate effectively in all its forms, to appreciate artistic and professional endeavors, and to create in each student a desire to continue their learning of and skill in communication. This commitment to excellence and to each student prescribes a variety of personalized and comprehensive learning opportunities in undergraduate communication programs.

Communication faculty, in pursuit of the college or university's mission statement, are committed to creating programs that meet or exceed the standards in comparable programs. To this end, periodic critical review and analysis are performed. A comprehensive assessment program will lead to the ongoing development of excellence in communication departments in pursuit of the college or university's mission. Finally, communication faculty recognize the ongoing nature of an effective and meaningful assessment program.

To help in accomplishing the goals and objectives set forth in its and the college/university's mission, department of communication must develop a comprehensive program review. The program assesses learning and academic achievement of students, identifies methods of instruction to enhance student learning,

and provides a comprehensive tool for review of appropriate program information from alumni, employers, graduate schools, and students.

Communication departments across the United States face the task of assessing student and program outcomes. One primary impetus for this emphasis on assessment in higher education is provided by each of the regional accrediting associations. They each place increasing emphasis on the importance of student communication education and skill development as part of or in addition to a strong general education program. Communication faculty need to develop useful and appropriate ways of assessing their programs, their instruction and their students communication skills and knowledge to demonstrate the effectiveness of communication skill development programs.

Program Review: Some Principles

The American Association for Higher Education Assessment Forum (1992) provides those of us developing an assessment program with nine general guidelines. The Association calls these principles a "wisdom of practice" for assessment (p. 1). These principles are:

1. The assessment of student learning begins with educational values.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public (pp. 2-3).

These nine principles provide a loose framework for communication faculty to develop appropriate and useful program review. Another ingredient to the development and implementation of a program review process is the creation of a list of student outcomes -- what does the faculty want their graduates to look like.

Student Outcomes

It is important for faculty to agree on a set of outcomes for their graduates. These outcomes form the foundation for the

program review because they provide the program goals that are used in assessing the accomplishments of the program. These outcomes should be stated clearly and it would be helpful if specific courses are identified that help students achieve the requisite outcomes.

Below are a set of student outcomes typical to an undergraduate program in communication studies.

Outcome 1. Students should be able to demonstrate the verbal and nonverbal skills, knowledge, and abilities to communicate competently in a variety of communication situations.

A. Students should be able prepare and deliver effective presentations.

1. Students should be able to develop a clear speaking purpose.
2. Students should be able to develop and narrow a speaking topic.
3. Students should be able to locate, organize and evaluate information to meet the specific demands of the audience and the communication situation.
4. Students should be able to begin and end a presentation effectively.
5. Students should be able to develop and use visual aids in presentations.
6. Students should be able to relate their presentation to their audience.

B. Students should be able to listen skillfully.

1. Students should be able to employ listening proficiencies which foster message recall.
2. Students should be able to discern and understand content and relational aspects of communication.
3. Students should be able to demonstrate to others that they are listening to them and provide appropriate feedback.

C. Students should be able to communicate competently with people from different cultures and diverse backgrounds.

1. Students should have developed the cognitive ability to comprehend the elements and dynamics of a communication event with minimal understanding.
2. Students should be able to display respect and tolerance for persons of different cultures and backgrounds.
3. Students should be able to respond in a non-judgmental manner to people of different cultures and backgrounds.
4. Students should be able to appreciate each individual's uniqueness within their own culture.
5. Students should be able to communicate with an empathic understanding with people from different cultures and backgrounds.

6. Students should have developed both problem-solving and relationship building strategies in their interactions with people of diverse backgrounds.

D. Students should be able to communicate competently in a variety of one-to-one situations.

1. Students should be able to communicate competently in selection, information gathering and persuasive interview situations as an interviewer and interviewee.
2. Students should be able to identify and use the stages of developing, maintaining, and terminating one-to-one relationships.
3. Students should be able to self-disclose appropriate information in their one-to-one relationships.

E. Students should be able to communicate competently in group communication situations.

1. Students should be able to provide leadership in groups.
2. Students should know and practice various ways of making decisions and solving problems in groups.
3. Students should be able to participate effectively in groups.
4. Students should know and practice the different roles required in groups.
5. Students should have an understanding of the principles of negotiation.

F. Students should understand organizational communication and how to communicate competently in an organizational setting.

1. Students should understand the evolution of different organizational theories from a communication perspective.
2. Students should understand how organizational structures affect communication and vice versa.
3. Students should understand formal and informal networks.
4. Students should understand the ethics of organizational communication.
5. Students should understand and be able to express the manifestation of organizational cultures.
6. Students should understand and be able to identify the potential influences organizational cultures have on organizations.

Outcome 2. Students should be able to gather, synthesize and use qualitative and quantitative information to enhance communication.

A. Students should be able to use current communication technologies.

B. Students should be prepared to use future communication technologies.

C. Students should be able to read, understand, and evaluate qualitative and quantitative communication research.

D. Students should be familiar with appropriate research strategies helpful to inquiry and exploration of a question or issue.

Outcome 3. Students should have a sense of culturally established ethics as they prepare to communicate, deliver their messages, and receive communication from others.

A. Students should be able to communicate ethically.

B. Students should be able to construct effective and ethical arguments.

C. Students should be rhetorically sensitive in their communication with others.

Outcome 4. Students should be able to think critically as they prepare to communicate, deliver their messages, and receive communication from others.

A. Students should be able to make appropriate logical inferences based on a body of information.

1. Students should understand and demonstrate the process of inductive and deductive reasoning.
2. Students should be able to identify and analyze common fallacies of argument.
3. Students should be able to recognize and evaluate common forms of reasoning.

B. Students should be able to listen and speak critically and demonstrate logical command of subject matter.

C. Students should be able to identify and weigh the quantity and quality of evidence which supports a proposition or claim.

Outcome 5. Students should be able to demonstrate a clear understanding of the history and current status of the communication discipline.

A. Students should be able to summarize the evolution of different theories of communication and rhetoric from ancient Greece to modern times. Students should be able to identify the influence of historic views of communication on contemporary understandings of the communication process.

1. Interpersonal Communication
2. Intercultural Communication
3. Group Communication
4. Organizational Communication
5. Public Communication
6. Listening

B. Students should be able to identify and explain the different approaches of various models of the communication process.

C. Students should be able to summarize the origins and major developments of different areas in the communication discipline.

Overview of Assessment Process

The Department Chair and other appropriate faculty (area heads, internship coordinator, basic course director, for example) must work with a department assessment coordinator to develop, implement, and evaluate assessment strategies and data with consideration of the "Student Outcomes" (listed above). These faculty members meet regularly to develop appropriate strategies to improve the major programs. The chair, by virtue of the position, is ultimately in charge of the program review. Once data and other information are collected through the various assessment tools, the assessment coordinator compiles and organizes the information.

Assessment Outcomes

To assess any degree program, the department mission and corresponding goals and objectives were developed (Appendix A). A list of outcomes from which the baccalaureate programs can be evaluated were developed. It is important that any program review include the "Student Outcomes" and the department's goals and objectives should be included in the program review.

01. Specialized Knowledge Relevant to Speech Communication, Telecommunication Studies, and Theater
02. Write Effectively
03. Speak Effectively
04. Understand the Relationships between Speech Communication and the Larger Community
05. Group Communication Skills
06. Interpersonal Communication Skills
07. Leadership Skills
08. Career Preparation and Planning
09. Satisfaction with Program
10. Career Success
11. Equal Opportunity and Access

Assessment Tools

The following assessment tools will be used in the program review. They provide a comprehensive attempt at assessing student learning and program effectiveness. They include:

A1. Capstone Senior Project (See Appendix B)

A2. Student Portfolios - To be assessed by the Learning Review Committee as part of the capstone course.

A3. Exit Interviews - These are conducted by the chair during the student's final quarter. (See Appendix C for a list of possible questions.)

A4. Student Forum - Annually, the Learning Review Committee invites all students to an open forum to discuss the department and to hear concerns from the students.

A5. Student Preparation and Success in Graduate School -- This survey will be sent to graduate schools that former students are currently attending to collect information on preparation during their undergraduate studies for graduate school. (See Appendix D for a list of possible questions.)

A6. Alumni Survey - This survey will be sent to each alumni once every five years to collect data about career placement, training, success, etc. (See Appendix E for a list of questions.)

A7. Employer Survey. (See Appendix F)

A8. Survey of Students Who Change Their Major. (See Appendix G)

Assessment Procedures and Responsibilities

Assessment of its communication program is a continuous process performed by each member of the faculty, regardless of rank or experience. Responsibility for the collection and analysis of data needs to be assigned to both individual faculty members as well as various committees.

Department Chairperson. The Department Chairperson shall be responsible for all senior evaluation interviews, alumni surveys,

employee surveys, graduate school surveys, and the surveys administered to students who leave the Department.

Executive Committee. The Executive Committee shall be responsible for coordinating and participating in the annual student forums.

Learning Review Committee. The Learning Review Committee shall be responsible for evaluating the student's oral performance in the capstone courses and shall conduct an exit interview with each student. The Learning Review Committee shall also review each student's portfolio prior to the exit interview.

Basic Communication Course Director. The Basic Communication Course Director shall be responsible for assessing the development of students in the beginning communication courses.

Faculty Members. Faculty members shall be solely responsible for preparing students for the creation of their portfolio and explaining the capstone experience. Faculty shall be responsible for program assessment in the capstone courses. They shall be responsible for advising the appropriate person(s) about perceived problems and suggest ways to improve the capstone experience.

The Assessment Coordinator. The Assessment Coordinator shall compile all data collected from the various committees, the surveys and exit interviews, and the faculty annually. The data and corresponding analysis shall be made available to faculty in the Department as well as to the University community at-large. Once the information is analyzed, the Executive Committee will

assume responsibility for overseeing that perceived problems are investigated.

Equal Access, Equity, and Diversity

To assure that access, equity, and diversity goals are maintained, the faculty has developed multiple data collection processes to assess academic outcomes. Since each student, who majors in and/or graduates are included in the Department's assessment program, it is both the responsibility of the student as well as the faculty to report any inequities.

Assessment Program & Department Goals and Objectives

The following is a graphic indicating which components of the assessment program will collect specific data related to goals and objectives.

		Assessment Program Component							
	GOALS	A1	A2	A3	A4	A5	A6	A7	A8
01.	Specialized Knowledge Relevant to Speech Communication	X	X	X	X	X	X	X	
02.	Write Effectively	X	X			X		X	
03.	Speak Effectively	X	X	X		X		X	
04.	Understand the Relationships between Speech Communication	X	X	X			X		
05.	Group Communication Skills		X		X			X	
06.	Interpersonal Communication Skills		X		X			X	
07.	Leadership Skills	X		X					
08.	Career Preparation and Planning	X	X	X	X	X	X		X
09.	Satisfaction with Program	X	X	X	X		X		X
10.	Career Success					X	X	X	
11.	Equal Opportunity and Access			X	X		X		X

Results and Dissemination of Assessment Information

By March 1 each year, all the information from the previous year will be submitted to the Assessment Coordinator. The Assessment Coordinator's report will be included in an annual report which is distributed to the faculty. The Executive Committee, the Basic Communication Course Director, and the Department chair will then be responsible to review the report and to discuss its findings. When necessary, recommendations will be made to the entire faculty.

The Assessment Coordinator, the Department chair, and the Executive Committee shall be responsible for reviewing the Assessment Program every five years and, when necessary and with faculty approval, develop and implement new assessment procedures.

Alumni and students will be informed of the assessment results via mail in a report submitted by the Assessment Coordinator. This mailing will occur during the Spring Quarter.

Cost Effectiveness

Although this assessment program is comprehensive, it is fully cost effective since the labor is divided in an equitable manner between many members of the Department faculty. The addition of surveys and reporting mechanisms will be a burden on the Department's financial resources. It is recommended that some supplemental funds be made available for this added expenditure.

It is also recommended that the Assessment Coordinator receive some type of reduced teaching load during the Spring Quarter to create adequate and fair compensation for managing the compilation and reporting of all department assessment data.

Time Line

The following time-line will be followed. All data are to be reported by 1 March of the year as indicated by the responsible individual or committee.

Every Year	Capstone Senior Project
	Exit Interview
	Student Forum
	Student Preparation and Success in Graduate School Survey
	Survey of Students Who Change Major
Years Ending in 0 or 5	Alumni Survey
Years Ending in 1 or 6	Employer Survey
Years Ending in 3 or 8	Review of Assessment Plan

Discussion

One consideration in developing a communication assessment plan is the commitment of the faculty to such a program. Johnson, et al. (1993) report, "Many faculty members see assessment as a diversion from their traditional roles as teachers and researchers and are concerned that the academic reward structure may not adequately recognize assessment-related efforts. Others simple feel too overloaded to take on more work" (p. 152). Without the commitment of all the faculty to an assessment plan, it will be difficult to administer and even more difficult to use the results of an assessment program to improve the educational experience of students. The advantages of participating in the assessment program for faculty involvement are clear. Black (1993) highlighted what is, in my opinion, the greatest reward of an assessment program -- improved student learning. Black wrote,

"Once the faculty began looking at student course products in portfolios, its understanding of student learning increased tremendously" (p. 143). Johnson, et al. (1993) reiterated this important benefit in stating, "As those people assessing majors [faculty] became more involved in the program evaluation process, many develop a great appreciation for student projects, papers, demonstrations, and other types of performance appraisal techniques" (p. 157).

Another problem that arises in program review is the students willingness to participate in the assessment process. Johnson, et al. (1993) write, "Even students object to requests that they spend additional time on assessment activities. And when they comply, they may do so with a form of passive resistance" (p. 152). If we are to include students in the assessment process, and this is not a simple process, we have to incent them to participate fully in the process. The incentives used need to be determined at the department level and supported by the administration (especially if there is a financial burden to be assumed in the inventive process). This is especially true if departments require students to take a standardized test of some type near the end of their studies.

WORKS CITED

Aitken, J. E., & Neer M. (1992). A faculty program of assessment for a college level competency-based communication core curriculum. Communication Education, 41, 270-286.

Backlund, P. M., Booth, J., Moore, M., Muller-Parks, A., & Van Rheenan, D. (1982). A national survey of state practices in speaking and listening assessment. Communication Education, 31, 125-129.

Banta, T. W. & Associates. (1993). Making a difference: Outcomes of a decade of assessment in higher education. San Francisco, CA: Jossey-Bass Publishers.

Black, L. C. (1993). Portfolio assessment. In Banta, T. W. and Associates (Eds.). Making a difference: Outcomes of a decade of assessment in higher education. San Francisco, CA: Jossey-Bass Publishers, pp. 139-150.

Christ, W. G. (Ed). (1994). Assessing communication education: A handbook for media, speech & theatre educators. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Curtis, D. B., Windsor, J. L., & Stevens, R. D. (1989). National preferences in business and communication education. Communication Education, 38, 6-14.

Daly, J. A. (1992). Assessing speaking and listening: Preliminary considerations for a national assessment. Paper presented for the Second NCES Study Design Conference on Collegiate Skills Assessment, Washington, D.C.

Goulden, N. R. (1992). Theory and vocabulary for communication assessment. Communication Education, 41, 258-269.

Hay, E. A. (1992). A national survey of assessment trends in communication departments. Communication Education, 41, 247-257.

Johnson, J. R., & Szczupakiewicz, N. (1987). The public speaking course: Is it preparing students with work related public speaking skills? Communication Education, 36, 131-137.

Johnson, R., McCormick, R. D., Prus, J. S., & Rogers, J. S. (1993). Assessment options for the college major. In Banta, T. W. & Associates (Eds.). Making a difference: Outcomes of a decade of assessment in higher education. San Francisco, CA: Jossey-Bass, Publishers, pp. 151-167.

Jones, E. A. (1993). Communication competence assessment. University Park, PA: National Center on Postsecondary Teaching, Learning, and Assessment, The Pennsylvania State University.

United States Department of Education. (1995). National assessment of college student learning: Identifying college graduates' essential skills in writing, speech and listening, and critical thinking. Washington, D.C.: Government Printing Office.

United States Department of Education. (1994). The national assessment of college student learning: Identification of the skills to be taught, learned, and assessed. Washington, D.C.: Government Printing Office.

United States Department of Education. (1994). A Preliminary Study of the Feasibility and Utility for National Policy of Instructional "Good Practice" Indicators in Undergraduate Education. Washington, D.C.: Government Printing Office.

Vangelisti, A. L., & Daly, J. A. (1989). Correlates of speaking skills in the United States: A national assessment. Communication Education, 38, 132-143.

Wiemann, J. M., & Backlund, P. (1980). Current theory and research in communication competence. Review of Educational Research, 50, 185-190.

Appendix A

Required Goals and Objectives

Below are sample goals and objectives that must be approved by department faculty. Together, the purpose statements and the goals and objectives provide the foundation for the development of this program review.

Purpose Statement

The primary purpose of education in communication is to teach students to participate in society as educated citizens. The faculty is committed to making effectiveness in oral communication a part of every student's life. As the department whose faculty is uniquely qualified to teach oral communication, the department can provide quality communication training to all students to help them interact better with others in their personal and professional lives. The department also strives to produce graduates with a solid foundation of knowledge about communication and well-developed communication skills that empower them to meet the communicative demands they face effectively and with confidence.

Goals and Objectives

1. Provide quality instruction in all courses by all Department faculty.

2. Support a curriculum that responds to student and market needs.
3. Maintain the liberal arts orientation to all degree programs in the department.
4. Review periodically and revise curricular and co-curricular programs.
5. Provide quality advisement to all students.
6. Seek every opportunity to upgrade the technology needed to support instruction and scholarship in the department.
7. Provide, and continue to develop, opportunities for students to apply classroom learning to help them understand the important relationships between theory and practice.
8. Continue to build and maintain networking links to professionals in the community and the department.
9. Develop alternative approaches to instruction in appropriate courses.
10. Maintain the history and tradition of the communication disciplines in its course offerings and co-curricular programs.
11. Support the current facilities and expand appropriately to maintain quality instruction and improve community awareness and use in the department.

Appendix B

Capstone Course

The Department will use the capstone course for promoting scholarly rigor and effecting an ongoing audit of learning. The capstone course are designed to reflect specific needs, knowledge, and research in communication. Students in the capstone course are required to make a public oral presentation of their work to the Learning Review Committee. Additionally, students will be required to participate in a panel interview with the Learning Review Committee. While the oral presentation and exit interview are requisite for passing the capstone course, summative judgments and grading will be made by the instructor based on an evaluation of the student's work beyond, but incorporates, the oral presentation and exit interview.

The department assume responsibility for preparing students for the capstone course. The faculty will introduce students to the department assessment program, especially the need to create individual portfolios and the senior capstone experience. This initial orientation to the assessment program will help them prepare their portfolios during their studies in the department in ready for their exit interview with the Learning Review Committee.

Appendix C

Exit Interview Survey

Dear Student:

The following questionnaire consists of two categories of questions. In preparation for your exit interview with the Learning Review Committee, please respond to the questions in Category I and return these responses to the department chairperson at least three days before your scheduled interview. If there is something related to these questions that you would like to discuss during the exit interview, please indicate this next to the question.

In addition, please read and think about your responses to the questions in Category II. You do not need to return these responses in advance of the interview, but some of the questions might form the foundation for our discussions.

Category I

Name:

Permanent Mailing Address:

Major:

Minor(s):

Capstone Course Advisor:

Brief Description of Capstone Project:

Academic Honors:

Anticipated Date of Graduation:

What are Your Future Plans (school, work, etc.)?

Did you take advantage of the advising in the Department? Who was your advisor?

Did you take advantage of Career Services?

What courses outside the department contributed positively to your major?

How did you go about selecting your minor concentration? Would you recommend this minor to another student just beginning your major?

Would you be interested in being kept informed about the department through a newsletter?

Would you be willing to return to participate in activities sponsored by the department for alumni?

Do you feel your courses have prepared you well for a career in your major? Why or why not?

Category II

Please think about your answers to these questions. Perhaps make some notes for yourself in preparation for the exit interview with the Learning Review Committee. You do not have to return these in advance of your interview.

If you had the power to change the courses in the communication major, what changes would you make?

What experiences in your major were the most rewarding to you?

What part of your experiences in your major was the most fun?

Are there any issues related to the department that you think the faculty should study?

Which courses in your major, if any, required you to use knowledge gained in an earlier course?

What advice would you give a friend beginning your major in the department?

If you had to do it over again, would you still select your major? Why or why not?

Is there anything else, not covered in these questions, that you would like to talk about when you come for your exit interview with the Learning Review Committee?

Appendix D
Graduate School Survey

Dear Graduate Program Director:

Our records indicate that _____
is currently enrolled in your graduate program. We would appreciate it if you would take the time to complete the enclosed questionnaire and return it in the envelope provided. The information you provide is strictly confidential, and will be used to make improvements in the _____ degree program for future students.

Based on your observation of the graduate student mentioned above, please answer the following questions using this scale:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

Based on my evaluations and the evaluations of other faculty, the student has demonstrated her or his ability to:

01. Communicate Effectively when Speaking
02. Listen Effectively
03. Communicate Effectively in Writing
04. Think Critically
05. Reason Clearly
06. Demonstrate An Understanding of Communication Theories
07. Demonstrate An Understanding of Communication Technologies
08. Participate Effectively in Groups
09. Demonstrate An Understanding of the Historic Development of Communication
10. Apply Communication Theories to Communication Practice
11. Demonstrates Effective Interpersonal Communication Skills

In the space provided below or on a separate sheet of paper, please describe other content or applies areas that our undergraduate program should include.

Appendix E
Employer Survey

Dear Employer:

Our records indicate that _____ is currently employed by your company. We would appreciate it if you would take the time to complete the enclosed questionnaire and return it in the envelope provided. The information you provide is strictly confidential, and will be used to make improvements in our program for future students.

Based on your observation of the employee mentioned above, please answer the following questions using this scale:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

Based on my evaluations and the evaluations of other faculty, the student has demonstrated her or his ability to:

01. Communicate Effectively when Speaking
02. Listen Effectively
03. Communicate Effectively in Writing
04. Think Critically
05. Reason Clearly
06. Demonstrate An Understanding of Appropriate Theories
07. Demonstrate An Understanding of Appropriate Technologies
08. Participate Effectively in Groups/Work in Teams
09. Provide Leadership
10. Demonstrate An Understanding of the Historic Development of Communication
11. Make Sound Decisions
12. Demonstrates Effective Interpersonal Communication Skills
13. Interview Effectively at the Time of Interviewing

In the space provided below or on a separate sheet of paper, please describe other applies areas that our undergraduate program should include. Thank you in advance for your time and assistance.

Appendix F
Alumni Survey

Dear alum:

We need your feedback! We continue to assess the undergraduate communication program. It will help us if you answer the following questions. Let us know what you liked or didn't like about the department and its program in communication. Your answers will be considered by a committee of department faculty, but beyond that committee, no one will be able to connect your name to your responses. Take as much space as you need. Use additional sheets if necessary.

About Life Since Graduation

1. What is the nature of your present job?

2. What aspects of your present job relate to your studies in the department?

3. What would you have liked you studies to include or to do, that it did not include or do?

4. Have your studies in the department helped you in any way other than in your present job? If so, offer some specifics.

5. Have you done any additional study of communication since graduation? Any new degrees?

6. Do you think your major prepared you for your current career?

About Your Studies

7. When you look back at your studies in communication, do you think positively of those times? Does it seem to be a good part of your life? Why or why not?

8. Do you feel you were an important part of the department while you were a major?

9. Do you think the professors in your major provided adequate career planning and counseling?

10. How do you think your program or courses could have been better?

11. Do you feel that the department provided equal opportunity to all students?

12. Do you feel that the department treated all students equally and fairly?

13. If you have it to choose over again, would you major in the department?

Quick Response Statements

Based on your experiences since graduation, please answer the following questions with this scale:

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

The department was effective in preparing me to:

14. Communicate Effectively when Speaking
15. Listen Effectively
16. Communicate Effectively in Writing
17. Think Critically
18. Reason Clearly
19. Understand Appropriate Theories
20. Understand Appropriate Technologies
21. Participate Effectively in Groups/Work in Teams
22. Provide Leadership
23. Understanding the Historic Development of Speech Communication
24. Make Sound Decisions
25. Use Interpersonal Communication Skills Effectively
26. Interview Effectively at the Time of Interviewing

In the space provided below or on a separate sheet of paper, please describe other applies areas that our undergraduate program should include. Thank you in advance for your time and assistance.

Appendix G
Survey for Students Who Leave the Department

Dear Student:

We recently noted that you are no longer majoring in the department. To assure improvement in our programs, we want to make sure that your opinions of the department are heard. Please take a few minutes and complete the following survey. This information will help us correct any problems that we might be overlooking. Thank you in advance for taking the time to complete the survey. Please respond to the questions and return in the enclosed, stamped envelope as soon as possible.

If there is something specific you would like to discuss with us, please indicate that next to the appropriate question.

Name:

How long were you a major in the department?

Major:

New Major/Career:

1. What are your future plans for school or employment?

2. Did you take advantage of the advising in the department? Who was your advisor?

3. Did you take courses outside the department that contributed to your decision to change your major?

4. Do you feel you were adequately exposed to your major before you changed majors?

5. Do you feel that the department provided equal opportunity to all students?

6. Do you feel that the department treats all students equally and fairly?

7. Did you feel that you were an important part of the department?

8. If you had the power to change the program in the department, what changes would you make?

9. Are there any issues related to the department that you think the faculty should study?

10. What advice would you give a friend beginning a major in the department?

11. Why did you switch your major?

12. On a scale of 1-10 (10 being the best), rate the department.

13. Is there anything else, not covered in these questions, that you would like to tell us?